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ABSTRACT

This Child Development Associate (CDA) training module, one of a series of 18, provides a guide to art instruction and art experiences for preschool children. Upon completion of the module the CDA trainee is expected to be able to implement daily art activities, which employ materials appropriate for the development of art concepts in children. Additionally, trainees are expected to be able to plan, execute and evaluate at least five learning experiences in art media; execute and evaluate a minimum of five incidental experiences for developing art concepts; provide opportunities for creative, free expression; emphasize involvement and creativity in art expression; utilize at least 10 art media; enhance discovery learning through art media; and utilize art media as a tool for teaching concepts in other areas. Early sections of the module define terms and suggest a procedure by which trainees can evaluate their strengths and weaknesses. Subsequent chapters discuss the teacher's role in art activities, art instruction and activity development. The module also provides 14 learning activities, ranging from resource unit development to art activity comparison. Supplementary books, pamphlets and films are listed. (RH)

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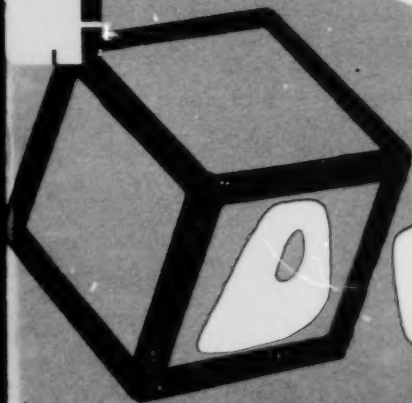
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CHILD



DEVELOPMENT



ASSOCIATE

PS 011436

New Dimensions in Art

OKLAHOMA C.D.A. ADVISORY COUNCIL AND OSCAR ROSE JUNIOR COLLEGE

CHILD DEVELOPMENT ASSOCIATE

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CHAPTER I

INTRODUCTION

RATIONALE

Creative expressions and fine motor development are two of the purposes for including art in the young child's curriculum. However, limiting art activities to these two purposes is not providing for the needs of all children. It must also include concept learning through the use of art media and activities for visual stimulation and development.

Curiosity and exploration are techniques which children use to learn about the environment and its contents. It is the responsibility of the teacher to provide a wide variety of media and activities to allow for exploration and development by each child.

Art expression follows stages; thus the teacher must meet the individual needs of all children by allowing them to progress at their individual rates through each stage. This will require setting up an art center which provides media and activities appropriate to each stage of development.

Accomplishment of the objectives in this area will foster the individual's development of the following competencies as defined by the Child Development Associate Consortium:

Competencies:

- II. Advances physical and intellectual competence.
- III. Builds positive self-concept and individual strength.
- IV. Promotes positive functioning of children and adults in a group.

OBJECTIVES

Upon completion of this area the trainee will be able to:

1. Recognize the importance of art in the young child's curriculum by providing opportunities daily for experiencing with art media and developing art concepts.

2. Exhibit an understanding of the stages of art expression by providing activities for each child's level of development.
3. Provide an art center with the appropriate materials for the development of art concepts in children.
4. Plan, execute, and evaluate a minimum of five learning experiences in art media.
5. Execute and evaluate a minimum of five incidental experiences for developing art concepts.
6. Recognize the importance of creativity in art activities by providing activities for free expression.
7. Emphasize the importance of involvement and creativity rather than duplication or exact representation in art activities for children.
8. Utilize a minimum of ten art media for children's activities.
9. Utilize art media for discovery of concepts by children.
10. Utilize art media as a tool for teaching concepts not specifically related to art.

CHAPTER II

DEFINITIONS OF TERMS

1. Art---The expression of an individual's ideas in visual form through various media. Because art is directly related to self, standards of "right and wrong" should not be as important as conceptual freedom. One uses art to express what one does, sees, feels, thinks and talks about.
2. Art program---The composite of the creative art activities planned and/or offered in the curriculum.
3. Creativity---Originally in thought or action.
4. Manipulation---Feeling, handling, touching, moving, examining with the hands.
5. Medium (pl. media)---The instrument/means by which something is expressed. Artistic media are clay, paint, crayons, etc.
6. Pre-schematic stage---Presymbolic. The very beginning of consciously creating shapes or forms.
7. Representation---An artistic likeness or image.
8. Schematic stage---Symbolic stage. A graphic sketch or outline.
9. Scribble---The first random marks a young child makes without any particular shape or form.
 - a. Exploratory and uncontrolled scribble---The first scribbles of a child learning to use fine motor muscles.
 - b. Controlled scribble---The scribbles children make when they have learned to use the necessary tools.
 - c. Named scribbles---Scribbles that have meaning for the child, though unrecognizable to an adult.
10. Symbolization---The act of making something stand for or represent another thing.

CHAPTER III

SELF-EVALUATION

To determine your competence in this area, read through the rationale and objectives in Chapter I and check those which you can perform successfully. This will provide an indication of your strengths and weaknesses.

Discuss this evaluation with the trainer/supervisor to determine the classroom and field experiences that will enable you to demonstrate competence in each objective.

If your self-evaluation and interview indicate that you can demonstrate competence in each objective, request an advanced-standing examination from your trainer.

CHAPTER IV

TEACHER'S ROLE

RATIONALE

Creativity is important to the development of self-concept; therefore, it is important that teachers of young children understand the nature of creativity and the development of creative expression so that children may develop to their fullest.

ESSENTIAL CONTENT INFORMATION

I. Art for Preschool Children:

Art provides teachers of preschool children the opportunity to help children develop and recognize inner responses to their environment; the teacher's efforts to arouse curiosity, kindle interest, stimulate imagination, stir emotion and otherwise enhance perceptual awareness lies within the arts.

A. Sensory and Motor Involvement.

In children's earliest experiences with art media, involvement and satisfaction is experienced primarily through their sensory and motor processes.

B. Visual Satisfaction.

The visual satisfaction children derive from an art activity is believed to be equally as important. They are fascinated by the fact that the thing they feel, sense, or want to express can be made visually tangible by a simple act, such as bringing a crayon and a piece of paper into contact with each other.

C. Self-Concept.

Inherent in creative expression through art experiences is the growth of the self-image; children come to believe in their own abilities and develop more positive concepts of self.

D. Creativity.

Children will vary in creative ability. A main purpose of the art program is to nurture this individual's creativity.

II. Nature of Creativity:

A. Creativity is simply originality in action or thought, and everyone possesses some degree of creativity.

1. One can be creative in thought, in finding solutions to problems, in finding ways to make work easier, or developing beautiful fantasies which no one else may ever know about.
2. One can be creative in writing, painting, sketching, making arts and crafts, thinking, playing music, acting---all of which are ways we traditionally think of creativity.

B. Characteristics of creativity:

1. Creativity is a process, not a product.
2. Creativity is a goal-directed process either for personal benefit or for the benefit of the social group.
3. Creativity leads to the production of something new, different, and therefore, unique for the person, whether it be verbal or non-verbal, concrete or abstract.
4. Creativity comes from divergent thinking, while conformity and everyday problem-solving comes from convergent thinking. To be creative, we must dare to think differently or look at something from a different perspective.
5. Creativity is a way of thinking; it is not synonymous with intelligence, which includes mental abilities other than thinking.
6. Creativity depends on acquiring accepted knowledge.
7. Creativity is a form of controlled imagination that leads to some kind of achievement, whether in painting, block building, or daydreaming.

III. Why is Creativity Important to Nurture in Preschool Children?

- A. Creativity is a resource to help people change in a rapidly changing society.
- B. Creativity contributes to society---for the improvement of work methods, for the invention of comforts, transportation, convenience items; for aesthetics, entertainment; for health, medicines, etc.
- C. When expressed, creativity contributes to personal satisfaction in developing a healthy self-concept.
- D. Creativity encourages a growth of interests and provides successful experiences.

IV. Personality Characteristics of the Creative Child:

- A. Studies report that no single trait is characteristically found among those who are creative, but rather they possess a cluster of related traits, referred to as the "creative syndrome." Some characteristics are the following:
 - 1. Flexibility.
 - 2. Nonconformity.
 - 3. Need for autonomy.
 - 4. Need for independence.
 - 5. High aspirations.
 - 6. Self-discipline.
 - 7. Playfulness.
 - 8. Preference for manipulating ideas (toying with ideas).
 - 9. Assertiveness.
 - 10. Reserve.

11. Self-assurance.
12. Sense of humor.
13. Open-mindedness.
14. Intellectual persistence.
15. Self-confidence.
16. Curiosity.
17. Enjoyment of calculated risk when success depends on individual ability.
18. Sex-inappropriate interests.
19. Timidity in social situations.
20. Preference for fantasy in lieu of real adventure.
21. Venturesomeness.
22. Pursuit of self-chosen interests.

B. About creative children.

1. Not every child who is creative possesses all these personality characteristics.
2. Not all who possess these characteristics have them in the same degree.
3. There is little evidence that children who are creative are either maladjusted or lonely.

V. Stages in the Development of Creative Art Expression:

Creative art expression, as with other areas of development, has its typical ages and stages. It is important that teachers understand these developmental levels so they can help, not hinder, the child's growth. Many authors describe these stages differently; however, for the purpose of this unit the stages outlined by Lowenfield and Britain will be used.

A. Scribble Stages.

1. These stages usually occur between two to four years of age, but could also be an older child with little or no exposure to art expression.
2. There are several stages within the scribble stage:
 - a. Exploratory and uncontrolled scribbles.
 - (1) The child's first scribbles are random and uncontrolled.
 - (2) Learning to use the fine motor muscles and pencil, crayon, chalk, etc., are of prime importance.
 - b. Controlled scribbles.
 - (1) From uncontrolled muscular activity, the child gradually progresses to longitudinal scribbling, then to circular scribbling.
 - (2) The development of motor control and muscular coordination is the major growth at this age level.
 - (3) To be able to hold a tool and make it go in the desired direction is a step in development. Until this level is reached, the child is not ready to perform tasks requiring coordination such as eating and dressing.
 - c. Named scribbles.
 - (1) In this stage the child is beginning to think in terms of images and symbols.
 - (2) Scribbles hold meanings for the child although they may be unrecognizable by the adult.
 - (3) Encourage the child to "Tell about the picture" rather than ask, "What is it?"

3. Clarifying statements regarding the scribble stage:

- a. Most children continue to scribble on occasion after they have begun to make representational objects.
- b. Children are not necessarily in difficulty if they scribble at the age of five years. They may have had little opportunity to work with art materials.
- c. Scribbling is an important activity. It is one of the first means of self-expression, non-verbally.
- d. Allowing children the opportunity for thorough exploration of the scribbling stages is a prerequisite for all subsequent art activities.
- e. If using new art materials, older children may explore in a scribbling fashion, but this is perfectly normal.

B. Preschematic Stage (Presymbolic)

1. This stage usually occurs between the ages of four to seven years.
2. In this stage, the children achieve their first representation, which is usually a head.
3. Circles and rectangles are the first forms they make.
4. They try new concepts to establish their own individual symbols.
5. They constantly are changing symbols for the same object.

C. Schematic Stage (Symbolic)

1. This stage occurs between the ages of seven to nine, although it can be seen as early as five years if the children have had much previous opportunity to use art materials.

2. Schematic means a graphic sketch or outline.
3. They focus their attention on drawing human figures--- usually themselves or their families. With experience their figures take on more realistic proportions and details in their body parts.
4. They begin to place their figures on a base line. This is an indication that the children are beginning to see themselves as parts of the environment. When this occurs, they are ready for tasks which require cooperation.

VI. What Children's Art Tells Us About Them:

A. Intellectual Development.

Children's art may indicate a level of intellectual maturity or awareness. However, one must be cautious in using children's art as an actual or sole measurement of intelligence.

B. Physical Development.

Through the use of art, the child's physical growth can be encouraged and measured. An indication of the development of fine motor skills might be indicated through the child's selection and use of tools.

C. Social and Emotional Development.

1. Jung, Freud, and other psychologists and psychoanalysts believe that children's art is an expression of guilt, frustrations, and/or sexual fantasies. It represents their concepts of reality. It is an expression more of the unconscious feelings than of the conscious. Thusly, a child's art may be used to give insight into that child's emotions. And indeed, many professionals have used children's art as a basis to diagnose troubled children.
2. Social growth is indicated by themes the children's work takes and how much it relates to their actual experience.

3. The amount of repetition or the exaggeration of a theme may give insight for the teacher in understanding children's emotional growing, especially if one listens to the children's comments about their pictures.
4. However, it is imperative that one keep in mind that children may regress occasionally to previous levels of artistic behavior without its representing emotional regression. When attempting to understand or to explain children's art products, remember the following cautions:
 - a. One should be careful not to draw conclusions from an inadequate sample of the child's work.
 - b. One should have a sound informational basis about the child's past experiences.
 - c. The analysis of children's art as an indicator of social/emotional disturbance should be left to the professionals.

CHAPTER V

TEACHING ART

RATIONALE

The purpose of this unit is to help the teachers of young children become aware of the materials, equipment, and principles of guidance that will enable the teacher to provide experiences that will enhance the creative process.

ESSENTIAL CONTENT INFORMATION

- I. Two Approaches to Art Programs in Preschools:
 - A. The unstructured or creative approach is characterized by children moving about freely and engaging in a variety of creative activities.
 1. The children are allowed to choose their own art activities; this enhances decision-making skills.
 2. They can execute the activity as they want, thus encouraging creativity.
 3. They select and organize their own materials, thus becoming self-directed.
 - B. For structured approach, all children are directed in completing the same project.
 1. They are required to follow exact directions.
 2. They are encouraged to complete a quality product, in accordance with the other children.
 3. They conform to set standards.
 4. The supervision of many children by one teacher is enhanced by using the structured approach.

- C. Both approaches can be effective in the classroom. Teachers should assess their classroom situations, their own skills and the needs of the children in deciding which approach to use. The unstructured approach is desirable, when feasible, because the children are allowed more freedom to experiment and to guide their own behavior. The creative process is thus enhanced, since the children make choices about their own activities. This would contribute more to personal growth than the more limited choices and freedoms of the structured approach.

II. Planning a Creative Art Activity:

In planning a program of creative art activity, teachers should prepare in the following manner:

A. Define the Activity.

1. What actually happens in this activity?
2. How many steps does it involve?
3. What directions need to be given?
4. Is the activity appropriate for the level of the children?

B. Define the Goals.

1. What are the goals of the activity for individual children?
2. How can the activity meet individual needs?
3. What are the goals of the activity for the group?

C. Plan the Activity.

1. What materials are necessary?
2. What supplies are on hand?
3. What preparation of materials needs to be made?

4. What is the procedure to follow?
5. Are the materials/equipment arranged for maximum use?
6. Is this a self-selected activity?

D. Evaluate.

1. Evaluate each step of the activity in order to improve their effectiveness the next time the activity is offered.
 - a. How can preparation be modified?
 - (1) By giving greater freedom to the children.
 - (2) By cutting down on unnecessary steps which keep children waiting or restrict their activity.
 - (3) By making the procedure easier for the teacher.
 - b. Was the activity appropriate for the group?
 - (1) Was their interest held for an adequate length of time?
 - (2) Did any child become restless or bored?
2. Evaluate the activity to obtain information on what the children gained from the activity.
 - a. Did the activity meet intended goals?
 - b. How could the activity be modified/extended to give greater information/skills to children?

III. How to Incorporate Art Activities into the Curriculum:

- A. Art activity should be provided for:
1. The creative experience, complete within itself.
 2. The fun of doing something.
 3. The introduction of a sensory experience and/or tool.

- B. Art activity should be provided as an integrated part of the curriculum.
 - 1. To enhance concepts that are developed primarily within other areas of the curriculum.
 - 2. To integrate activities in other parts of the curriculum.
 - a. An art activity in physical development might be to make kites. Children decorate kites as they wish, then play running games with kites on the playground.
 - b. Fingerprint to the rhythm of music.
 - c. Paint outdoors.

IV. Suggestions for Setting the Stage for Successful Art Experiences:

A. Provide Individual Attention.

- 1. Schedule only one teacher-directed activity at a time.
- 2. Help the child take responsibility for materials and their use.
- 3. Offer help only when needed, but be handy. Children often help each other with a gentle suggestion.
- 4. Recognize each child's product with a favorable comment.

B. Provide Adequate Space, Time, and Materials.

- 1. Space: Provide enough space to enable children to move freely, to work alone or in small groups, inside or outdoors; to obtain, arrange, and care for equipment and materials.
- 2. Time: Provide enough time for unhurried, satisfying explorations; time to make and carry out plans; and time for the children to work at their own individual rates.
- 3. Materials: Provide a variety of materials for sensory experience and exploration---modeling clay, building blocks, fingerpaints, easel, string, cutting/pasting activities, etc.

C. Stimulate Creative Expression.

1. Discard highly-structured activities.
2. Be attentive to unusual questions children ask.
3. Respect the unusual ideas of children.
4. Show children that their ideas have value.
5. Give credit for self-initiated learning.
6. Provide chances for learning and discovery without threats of immediate evaluation.
7. Encourage more creative personalities in the children.
 - a. Stimulate their curiosities.
 - b. Provide experiences that create an awareness of their environments---socially, intellectually, and physically (senses).
 - c. Provide experiences that help them feel successful and secure.
 - d. Encourage them to express real feelings through media; select the media which best suits their needs.

D. Guide Parent's Attitude Toward Interpreting Creative Expression.

1. Explain the child's work to parents; parents too often stifle creative growth through imposing adult standards or inappropriate material such as coloring books and/or drawing for the child.
2. Explain the art program to parents; send information home with art work.

E. Consider the Developmental Level of Children.

1. Provide several activities at one time. Children have different interests and attention spans.

2. The level of maturation determines the selection of media, the size of paper and tools, and the kinds of experiences.
3. Provide different art experiences for different age levels.
 - a. At three, more exploratory experiences should be offered with art media. Getting acquainted with basic tools and media is of prime importance.
 - b. At four and five, variations in the basic use of tools and media can be encouraged. More art activities which allow children to plan and follow through an activity should be provided.

F. Provide Adequate Art Activities in the Curriculum Daily.

1. Provide one messy activity per day.
2. Provide one planned art activity per day.
3. Provide a variety of self-selected art activities per day.

V. Teacher's Role in Guiding Art Activities for Young Children:

Teachers may have many questions about their role when helping children with art activities. The following are frequently asked:

A. How much freedom should be given in creative arts?

1. Promote a permissive attitude. Encourage children in what they want to do, but accept occasional disinterest from them.
2. Set necessary limits to freedom of expression. More freedom is allowed if:
 - a. Teachers feel comfortable and are prepared for messy art activities.

Example: Use water soluble paints and have a pan of water on hand for clean-up.

b. Parents are informed of the values of creative expression.

- (1) Encourage parents to dress children in play clothes.
- (2) Stress that "cleanliness" is not as important as freedom to explore/express sensory activities.

B. Should adults participate in art activity?

When adults participate in an art activity, they should do so only at a level which does not exceed the children's ability. Adults should provide leadership only within the range of the children's achievement. The adult who "steals the stage" promotes watchers rather than doers in children.

C. Should adults demonstrate desirable techniques?

1. One should keep in mind that children need to explore the media or materials and learn what they are BEFORE they learn how to use them. Techniques are usually not important until elementary school.
2. The adult should introduce art activities with only a very brief explanation, emphasizing only a point which is crucial to success.
3. The adult may give a brief demonstration of how to do an art activity, but ONLY IF IT IS IMPORTANT TO THE SUCCESS OF THE ACTIVITY. Children learn by imitation and by doing. Too many demonstrations may encourage children to become dependent on a teacher's models and not their own creativity.

D. Should adult make models?

Adults should avoid making models. When a child asks, "Draw me a picture;" the adult should reply, "You can draw the picture, but I'd like to watch you." Show the child you have faith in HIS ability. Praise his work (sincerely) with "I like the color red in your picture." rather than, "What is it?"

VI. Values of Art Activities for Young Children:

Children are naturally creative---they do not have to be "taught" art. With provision of the right materials and guidance, they find great enjoyment in expressing themselves through creative art materials. The value of art activities can be found in all areas of development.

A. Art activities offer opportunities for intellectual growth.

1. Help children invent new ways of using materials.
2. Refine methods previously used.
3. Encourage language usage---to talk about it, to explain, or to inquire.
4. Enable children to resolve, examine and clarify ideas and concepts about which they are learning.
5. Provide opportunity for creative growth.
6. Heighten children's awareness of their physical environments and help them understand themselves in relationship to that which surrounds them. (Activities which involve them in handling different materials, in exploring such things as textures, colors, patterns, and natural properties.)
7. Offer opportunities to explore and experiment.
8. Offer opportunities to express ideas and feelings about themselves and the world around them.
9. Strengthen children's abilities to imagine and to observe.

(Note: The greater the variety of materials with which children work, the greater their confidence in their ability to express themselves. As children grow in the ability to define problems and seek solutions, they grow also in creative ability.)

B. Art activities offer opportunities for social/emotional growth.

1. Help form groups easily from a common interest in an art activity.
2. Teach children that people think and feel differently about the same things and that there is no single "right" way---all of us have a right to our own points of view.
3. Help children to develop tolerance for different ideas.
4. Help children learn to cooperate and share in activities (collages, murals, etc.)
5. Encourage independence.
6. Develop work habits.
7. Develop aesthetic appreciation.
8. Increase children's sensitivity to themselves and to others.
9. Offer opportunities to assume responsibility for choosing and shaping materials.
10. Offer opportunities to use judgment and control.
11. Offer opportunities for successful experiences which aid in self-concept.
12. Offer experiences for catharsis with therapeutic value. It is safer to express negative feelings on paper, pound clay, tear paper, hammer nails. Art activity allows an acceptable avenue to express feelings of anger and frustration.

C. Art activities offer opportunities for physical development.

1. Opportunities for movement and exercise of arm and hand muscles.
2. Opportunities for eye-hand coordination and motor coordination.

3. Opportunities for muscular control development as the fingers are used in painting or drawing with crayons and in manipulating clay; this control is used later in handwriting.
4. Opportunities for developing skills with tools: using a brush, cutting with scissors, constructing, whittling, writing with a large pen or pencil.

VII. Characteristics of Art Activities Appropriate for Young Children:

A variety of art activities with the following characteristics should be offered daily in the preschools:

A. Art activities which require few restrictions.

1. Characteristics of these activities.
 - a. They are worked easily.
 - b. Children can become involved quickly.
 - c. Few limits are given in its use.
 - d. Much freedom of expression is allowed.
 - e. No failure can be met in its use.
2. Examples of these activities.
 - a. Play dough.
 - b. Soap painting.
 - c. Sand.
 - d. Water play.
 - e. Clay.
 - f. Finger painting.

B. Art activities which require obtaining a skill in the use of materials or tools:

1. Characteristics of those activities.

- a. They encourage children to use a tool.
- b. They require eye-hand coordination.
- c. They provide practice in small muscle control.
- d. They encourage children to develop judgment and control.
- e. They provide experimentation with technique.

2. Examples of these activities.

- a. Crayons.
- b. Large poster chalk.
- c. Easel painting.
- d. String painting.
- e. Collage.
- f. Cutting and pasting.

C. Art activities which are used requiring a complex media, and emphasizing procedure.

(Note: These art activities should be used with older preschool children.)

1. Characteristics of these activities.

- a. The children are encouraged to follow directions.
- b. They gain increased attention span.
- c. They learn to participate in a group activity.

2. Examples of these activities.

- a. Salt design.
- b. Spatter paint.
- c. Print.
- d. Mobile.
- e. Paper mache.

VIII. Types of Basic Art Activities to Include in the Curriculum.

The following charts give some of the basic materials for optimum creative growth: different types of activities, the values derived from each media.

A. Drawing and Painting.

Type of Activity	Values Derived
1. Finger paints and soap paints	Allows for expression of ideas and emotions. Frees inhibited children for greater spontaneity. Provides sensory pleasure. Provides opportunity for use of large muscles. Provides opportunity for experimentation. Provides freedom to enjoy a "messy" activity. Develops an appreciation for form and color.
2. Easel painting sponge, string, sand, and table painting chalk and crayon	Gives large muscle enjoyment and control from broad sweeping strokes with big brushes/crayons on big paper. Gives enjoyment and relaxation in laying on colors. Allows a child the opportunity to work alone. Provides the opportunity for children to express on paper that which they cannot in words. Develops a sense of form, line, color, pattern. Allows "messing" in controlled form which helps "too neat" child work into other messy activities such as clay and finger painting. Develop pre-writing skills.

B. Modeling.

Type of Activity	Values Derived
1. Clay and playdough sawdust and wheat paste, and salt ceramic	Develops large and small muscles and eye-hand coordination. Provides sensory experience. Provides emotional release with tearing, pounding, manipulating. Provides channel for exploration and expression. Stimulates different kinds of thinking. Builds concepts of form and allows changing of these concepts.

C. Constructing and Building.

Type of Activity	Values Derived
1. Blocks	Gives sensory pleasure---smooth, hard, heavy. Helps child learn shapes, sizes, design, number concepts, balance, methods of construction, and spatial relationships. Play because of flexibility of use. Provides for both large and small muscle development. Encourages social development. Offers opportunity to play alone, parallel or in cooperation with others. Provides channel for emotional release through building, tearing down, or dramatic play. Encourages problem-solving.
2. Woodworking	Provides sensory experiences---touching, smelling, seeing, hearing. Provides for large and small muscle development and eye-hand coordination. Provides a channel for emotional release. Gives opportunities for problem-solving.

Type of Activity	Values Derived
(Woodworking continued)	Provides for creative expression. Provides opportunity to develop skills in the use of tools. Gives children the satisfaction of producing an object they have a desire or use for. Provides an opportunity to become aware of safety. Helps child learn shapes, sizes, number concepts, construction methods.

D. Pasting and Cutting.

Type of Activity	Values Derived
1. Pasting and gluing	Provides sensory experience/child feels, manipulates and explores. Provides opportunity for manipulation and coordination for acquisition of motor skills. Provides for emotional release. Provides social situation, accompanied by much conversation.
2. Cutting and tearing	Builds muscle control and eye-hand coordination. Provides activity for self-expression. Provides opportunity to learn shape and form and texture. Provides channel for emotional release.

IX. Art Activities and Materials Appropriate for Use with Young Children:

Art activities for young children are limited only by the imagination of the teacher. Below are but a few of the many possibilities. Many materials for children's art activities are inexpensive and can be found in the home, trash, yard, or if asked, donated by supermarkets, printing offices, and other businesses.

A. Drawing and Painting.

1. Drawing.

- a. Crayons resist rubbing and melting.
- b. Chalk, wet and dry.
- c. Dry charcoal.
- d. Magic markers.

2. Painting.

a. Tempera painting.

- (1) Easel.
- (2) String.
- (3) Squeeze bottle.
- (4) Splatter.
- (5) Blot.
- (6) Object.
- (7) Color absorbtion.
- (8) Feather.
- (9) Drip.
- (10) Dry tempera (brush and water).
- (11) Texture.
- (12) Paper batik.
- (13) Buttermilk painting.

(14) Worm.

(15) Stencil.

(16) Ink blot.

b. Finger painting.

(1) On pie tins.

(2) On table tops.

(3) On trays.

(4) On various paper.

c. Print making.

(1) Gadget.

(2) Vegetable.

(3) Hand.

(4) Foot.

(5) Mono prints.

(6) Sponge.

(7) Block.

B. Modeling.

1. Clay.

2. Play dough.

3. Telephone wire.

4. Aluminum foil.

5. Paper mache.

6. Thick mud.
7. Ceramic clay.
8. Sawdust dough.
9. Soap carving.
10. Pancake animals (bears, turtles, etc.)

C. Constructing and Building.

1. Hollow wooden blocks.
2. Hollow cardboard blocks.
3. Unit blocks.
4. Table blocks.
5. Standard planks.
6. Sewing button pictures.
7. Carpentry.

D. Pasting and Cutting and Tearing.

1. Stickers.
2. Gummed paper.
3. Tissue paper and starch.
4. Various types of paper-construction, newspaper, magazines, etc.
5. Collages---fabric, yarn, styrofoam, items of nature (grass, sticks, etc.), buttons, straw pieces, paper scraps, grains (macaroni, beans, wheat, etc.), sawdust and wood shavings, eggshells, glitter, feathers, colored salt, etc.

X. Resources for Art Activities for Young Children:

Many good resources are available giving ideas and instructions for art activities for young children. The following are but a few:

- A. Creative Activities in the Preschool Program. Oklahoma Regional Training Office for Head Start, University of Oklahoma, Norman, Oklahoma, 1972.
- B. Croft, D. Recipies for Busy Hands. Palo Alto, California: R & E Research Association, 1967.
- C. Croft, D. and R. D. Hess. An Activities Handbook for Teachers of Young Children. New York: Houghton Mifflin Co., 1972.
- D. Green, M. and E. Woods. A Nursery School Handbook. Sierra Madre, California: Sierra Madre Community Nursery School Association, 1963.
- E. Haupt, D. and K. Osborn. Creative Activities. Detroit: Merril Palmer School, 1955.
- F. Hoover, L. Art Activities for the Very Young. Worcester, Massachusetts: Davis Publishing Company, 1961.
- G. Kellog, R. Nursery School Guide. New York: Houghton Mifflin Company, 1949.
- H. Knudsen, E. and E. Christensen. Children's Art Education. Peoria, Illinois: C. A. Bennet Company, 1957.

XI. Helpful Hints in Guiding Children Through Art Activities:

- A. Young children do not draw things the way they look to adults. They draw and paint the world as they see it. Size is usually not in proportion.
- B. They also are not concerned with using color as it appears in nature. A cat may be green or an apple blue.
- C. Show young children that you have complete faith in their ability to express their own ideas in their own ways.

- D. Patterns, cutouts, hectographed outlines or coloring books inhibit the development of young children's creative powers.
- E. Every art activity must be a creative experience which requires original thinking, planning and doing.
- F. Young children are proud of their creative art expressions and need approval for further development. Praise their efforts and display their work.
- G. Never draw for children in order to "help them." This retards their creative development and makes them dissatisfied with their own efforts.
- H. Children do not create at the same rate of speed. Unfinished work of those who are slower than others should be left where they may work on it when they wish to do so.
- I. Refer to children's scribbles as designs. When children are asked by adults: "What is it?", this puts emphasis on the product rather than the process.

XII. Some Art Do's and Don'ts in Guiding Art Activities for Young Children
(Adapted from Your Child and His Art, by Viktor Lowenfield):

- | | |
|--|---|
| <ul style="list-style-type: none"> A. Do realize that during the time children are working, they are acquiring important experiences for growth. Allow them to develop their own techniques and experiments. B. Do regard children's art as a record of their own techniques and experiments. C. Do learn that children's feelings toward their art are different from yours, and that they see things differently than you do. | <ul style="list-style-type: none"> A. Don't feel that the final project is the important part of art experience. B. Don't "correct" children's work by imposing <u>your</u> personality, your standards, or samples of <u>your</u> work. C. Don't expect children's art always to be pleasing or understandable to you. D. Don't compare your children's work, or show that you prefer one child's work to that of another. |
|--|---|

- D. Do encourage your children to enjoy and respect one another's ideas.
- E. Do hang samples of all your children's art work, even those which you feel are not the "prettiest."
- F. Do display art work in an attractive manner and as close to the children's eye level as possible.
- G. Do help your children to be sensitive to their observations of and relationship to their environment.
- H. Do remember that children's coordination and muscle skills will improve as a result of creating their own art, and as a result of growing up.
- I. Do realize that when children use "wrong" proportions, or leave out things which you consider essential, they are emphasizing what is important to them at the moment.
- J. Do provide your children with plenty of space and the proper kind of materials to work with.
- K. Do help parents understand both their children's art and the art program.
- E. Don't hang only the "best" examples of your children's art work on the wall.
- F. Don't hang or display works sloppily or too high. Don't hang works just for the benefit of visiting adults.
- G. Don't present children with coloring books or pictures to color as patterns. These make them insensitive. They are only coloring someone else's work.
- H. Don't believe that "coloring between the lines" will improve coordination.
- I. Don't "correct" what a child has created.
- J. Don't restrict your children's work or discourage them by not giving them what they need, plenty of space, large paper, large crayons, good quality paints, clay which is really workable, etc.
- K. Don't believe that projects requiring teacher-direction or teacher "samples" are art. They may be fun, but ask yourself if they are really promoting creativity in the child.

XIII. General Guidelines for Art Activities:

- A. Write the children's names and the date; also try to record any comments they might make about their work on the finished product. (Print in lowercase letters.)
- B. Be interested in what the children are doing, but never ask them what they are making. Let them tell you "about" their work.
- C. Try not to interrupt children who are absorbed in their work.
- D. Remember, it's the experience and not the finished product that counts. Realize that art means a child has solved an individual problem in an individual way.
- E. Help a child learn to use the materials wisely, but do not become "materials centered"---the materials are expendable.
- F. The children should be encouraged to participate in all aspects of an art experience, including preparation and clean-up.
- G. All experiences give the child a background for formulation of art ideas.
- H. Encourage a child to explore the many possible uses of materials.
- I. Balance the art activities---new with familiar---messy with clean---outdoors with indoors.
- J. Prepare parents on what to expect from and how to react to their children's art work.

CHAPTER VI

ACTIVITY DEVELOPMENT

RATIONALE

Activities for young children must be organized to be effective and require evaluation to determine their effectiveness. Through the use of an activity file card system the individual teacher can better organize his/her time to meet the individual needs of children.

When activity plans are written in a uniform fashion a volunteer, substitute, or aide can become familiar with what is being done. In addition, the file cards provide a useful reference for future teaching of young children.

ESSENTIAL CONTENT INFORMATION

- I. Components of an Activity Card.
 - A. Curriculum Area: e.g., Science.
 - B. Topic: The theme or area of study, e.g., Plants.
 - C. Teacher Goal: The overall purpose of the learning activity.
 - D. Performance Objective: The behavior(s) that the child should be able to perform upon completion of the activity.
 - E. Materials: A listing of all the items needed for carrying out the activity.
 - F. Procedure: A sequential listing of all the steps involved in carrying out the activity.
 - G. Evaluation: A critique of the activity to see whether the performance objectives were accomplished. The evaluation would also include statements useful for future reference about how the activity could be improved, appropriateness to this group level, etc.

II. Setting Up the Activity Card File.

A. A Suggested Curriculum Division.

1. Art.
2. Body Skills.
3. Family.
4. Health.
5. Language.
6. Mathematics.
7. Music.
8. Nutrition.
9. Play.
10. Safety.
11. Science.
12. Self-Concept.
13. Social Science.

B. Procedures for Developing the Activity Card File.

1. Obtain a 5" x 8" file box and file cards.
2. Divide the file into your chosen curriculum divisions.
3. Develop learning activities for each curriculum division to carry out your yearly and weekly program plans.

III. Activity File Card.

Reduced Sample:

	Curriculum Area (Topic)
Teacher Goal:	
Objective(s):	
Materials:	
Procedures:	
Evaluation:	

SAMPLE ACTIVITY FILE CARD - ART

Curriculum Area
Art
Primary Colors

Teacher Goal: Recognize and name primary colors.

Objective(s): Each child will be given paper, brush, and a choice of one of the three primary colors to paint an original picture. After painting the picture, each child will be able to name the color he used and name two objects in the room of the same color.

Materials: Paper, paint brushes, water, red, yellow, and blue paint.

Procedures: Distribute materials. Discuss and name three colors of paint. Children select color to use for picture. Children paint, teacher talk about color being used by each child. Discuss pictures and colors, hang pictures to dry. Children name objects of same color.

Evaluation: Children enjoyed the activity. Most knew the three colors after the activity. Note: Use one color at a time for younger children; some confused.

CHAPTER VII

LEARNING ACTIVITIES

RESOURCE UNIT DEVELOPMENT

Develop a file of five (5) resource units for teaching various concepts of art. These units should be written on 5" x 8" cards for use with the activity file cards which specify the information for teaching the concepts.

Each resource unit will include the "Resource Unit Card" and "Activity File Cards" for teaching the concept. (Use the standard "Resource Unit Card" and the standard "Activity File Card" developed for the CDA program.)

TO BE TURNED IN:

Duplicates of the five "Resource Unit Cards."

NOTE: Activity File Cards to teach the concepts listed on the "Resource Unit Cards" should be developed, but are not to be turned in as a part of this assignment.

RESOURCE UNIT CARD

(Reduced Sample)

Learning Center:		Curriculum Area:			
Concept	Books, Stories, Films	Poems, Finger- plays	Songs, Rhythms, Records	Dramatic Play Themes	Outdoor Activities

(Reverse Side)

Learning Center:		Curriculum Area:			
Concept	Art Activities	Field Trips	Cooking Experiences	Community Visitors	Other

ART RESOURCES INVENTORY

Take an inventory of the materials that you presently have in your room that can be used in the child's learning of art concepts. Write down at least ten of these. Then do the following with each of the ten items:

1. State the art concept that a child could learn with that item.
2. Briefly describe the way in which the item could be used (by the teacher or the child) for learning that art concept.

The format for this assignment is illustrated on the following page.

TO BE TURNED IN:

Your completed inventory form.

Material

Concept to be Learned

How the Item Will be
Used for Learning

45

46

Learning Activity #2
(Continued)

RESOURCE INVENTORY ADDITIONS

Refer to Learning Activity #2: Art Resource Inventory. Think of other materials that could be added to expand your art center, and write these down on the attached form.

Select ten of these items, and write beside each the art concept that could be taught and the way the item could be used for learning the concept.

TO BE TURNED IN:

Your completed Inventory Additions Form.

Material to be
Added

Concept to be Learned

How the Item Will be
Used for Learning

18

Learning Activity #3
(Continued)

19

LEARNING CENTER - ART

Evaluate the learning center for art in your classroom according to the criteria listed on the attached form. If this center is not currently being used, evaluate it when it is in operation.

To complete the assignment, refer to the qualities found in a good learning center and your resource inventory.

TO BE TURNED IN:

The completed evaluation form of the learning center.

OBSERVATION GUIDE FOR LEARNING CENTERS

I. Interest Centers (general)

- A. List the interest centers you see.
- B. Are they easily identified? How?
- C. Are the quiet centers separated away from the noisy areas?
- D. Are they attractive and inviting?
- E. Which has attracted the most children? Fewest?

II. Materials and Equipment

- A. Is there a good variety?
- B. Are materials available to the children?
- C. Are they appropriate to the development needs of the children?

III. Pupil-Teacher Interaction

- A. What is the pupil-teacher ratio?
- B. Do the children behave well when the teacher is looking and badly when the teacher is not watching? Which ones?
- C. Does the teacher ever physically express affection for the children?
- D. Are concern and understanding expressed for the overly-aggressive child? Tell about it.
- E. Are there any "loners" among the children? Who? Can you explain their behavior? Do you notice any adult interaction with these children?
- F. Look for positive guidance techniques which are used.
- G. How are transition times handled?
 - 1. Is there an advance notice given?
 - 2. Were the children lined up or did they move naturally under supervision?
 - 3. How were the slower children handled?

IV. Art Learning Center

- A. What learning centers are available?
- B. Is there an art center?
- C. Is it arranged as a distinct learning center within the environment?
- D. Is it together or separate from similar areas?
- E. Are there materials available for experiences in the art center?
- F. Is the center arranged to allow the child to explore independently?
- G. Is the center attractive and inviting?
- H. Is there anything in it that could serve to stimulate curiosity?
- I. Are there currently art experiences for self-selected activities?
- J. Are there currently-planned art experiences for group activities?
- K. List all the equipment that you see in the art center. Are many children attracted to it? Can you suggest any additions or improvements?

V. Physical Setting

- A. Draw a diagram of the room, locating all learning centers. Specifically note the placement of the art center.

- B. What changes could be made in the room to improve the physical arrangement and utilization of the art center? Be specific.

ACTIVITY FILE CARDS

Develop at least five (5) activities for children in art. Use the uniform activity file card developed by the CDA program for writing up your activities.

(Reduced Sample Card)

Curriculum Area (Topic)
Teacher Goal:
Objective(s):
Materials:
Procedures:
Evaluation:

TO BE TURNED IN:

Duplicates of the five activity cards, after the activities have been presented.

CONSTRUCTION OF VISUAL AIDS

A. Instructions

1. Construct a visual aid for art.
2. The visual aid will be used for teaching a concept from one of the activity file cards that you developed for Learning Activity #5.

B. Evaluation

After your visual aid has been used, evaluate it according to the following:

- a. Effectiveness in teaching the stated goal and concepts for the content area, according to your activity file cards.
- b. Attractiveness, durability, originality.

TO BE TURNED IN:

1. A neatly-written description and sketch of the visual aid.
2. A neatly-written description of your evaluation of the visual aid.

COMMUNITY VISITOR - ART

Invite a person in an art profession from your community to come to your center to talk about or teach some aspect of art. This person could be an architect, an art teacher, a local artist, etc.

EVALUATION:

After the person has talked to your class, evaluate the effectiveness of the presentation according to the following:

1. Did the theme of the art professional's visit fit into your program for the week?
2. Did you prepare the children well enough beforehand so that they benefitted from the visit?
3. Did you prepare the professional for the visit so that he/she was able to communicate well with the children?
4. Give an example of one child's behavior which showed that he/she learned something from the guest.
5. Could you have done anything differently in preparing for your guest that would have made the visit more effective for the children?
6. What follow-up activities have you done to reinforce the principles or concepts presented by the visitor?

TO BE TURNED IN:

A written evaluation of the visit of an art professional to your classroom, which includes items 1 through 6 of Evaluation, plus any other important information.

PLANNING AND CONDUCTING A FIELD TRIP FOR YOUNG CHILDREN

All students are to plan and conduct a field trip for the various groups of preschool children by completing the following steps:

- A. Select and plan a field trip appropriate for your group of preschool children, according to the criteria given for their learning of art concepts.
- B. Write a report, in outline form, describing what you did for each step.
- C. Fill out the safety checklist (attached).
- D. Discuss, in a short paragraph, how your planning for the trip could have been improved.

TO BE TURNED IN:

1. A report, in outline form, on a field trip which you actually conducted with your children.
2. A short paragraph describing how your planning could have been improved.
3. Safety checklist.

HOW TO PLAN A FIELD TRIP

1. Decide on the purpose of the field trip (in this case, the children's learning of art concepts), and decide whether this is the best way for achieving your learning goal. Among the general questions to ask yourself in regard to a field trip are the following:
 - a. Is the length of time required appropriate for the age of the children? Will their routines of eating and sleeping be disturbed? Will they become overtired?
 - b. Are the learning experiences to be gained appropriate for the age of the children?
 - c. Is this an experience that the children have already had with their parents?
 - d. Is the security of any child going to be threatened by leaving school with a stranger who might be helping with the field trip?
2. When a field trip is decided upon as an effective way for helping the children learn certain concepts or gain specific understandings, then list and clarify the objectives for the trip.
3. Select appropriate destination.
4. Obtain administrative approval. Investigate and observe school policies.
5. Contact the place to be visited. Get the name of your contact and discuss the following:
 - a. Date
 - b. Time of arrival
 - c. Duration of trip
 - d. Size of group (number of children and adults)
 - e. Purpose of trip

6. Make a preliminary visit to gain a better understanding of what the location has to offer. Checklist for preliminary trip:
 - a. Anticipate safety hazards
 - b. Outline itinerary
 - c. Obtain available materials (brochures, literature or pictures)
 - d. Determine whether the site fulfills the purposes of the trip
 - e. Make detailed plans
7. Confirm the trip by letter or telephone.
8. Obtain written permission from parents. Use forms which state that you will take every reasonable precaution to safeguard the child, but should any unavoidable accident occur, the parent will not hold you or the center responsible. Also, include the following information in "A letter to the parents":
 - a. Date
 - b. Time
 - c. Destination
 - d. Means of transportation
 - e. The need for money, snack or sack lunch
 - f. Appropriate clothing
9. Plan with the children. Tell them beforehand about the trip. This depends on the age of the children and how "big" or important the trip is. Yet never announce it more than two (2) weeks ahead, even for five-year-olds. Stimulate their curiosity by asking open-ended questions, showing appropriate pictures, posters or objects. Draw out questions from them on what they would like to find out. If you use a calendar with the children, let them mark it to indicate the day of the trip. Every day let the children count up to see how many more days until the trip.
10. Arrange transportation. If private cars are used, be sure that the parents have adequate liability insurance. Arrange to have two adults in each car, with one in the back seat. If the children are walking, the number of adults will vary according to the children's ages--with three-year-olds, one adult to two children; with four- and five-year-olds, one adult to four children.

11. Plan again with the children before departure. Use the following checklist:
 - a. Dress (button-up, shoes tied)
 - b. Name tags (if used)
 - c. Behavior on bus or in cars
 - d. Courtesy while there
 - e. Safety rules
 - f. Everyone go to the bathroom
12. After the trip:
 - a. Make sure parents sign volunteer sheet.
 - b. Talk about the trip with the children.
 - c. Plan and execute follow-up learning activities.
 - d. Make your own evaluation of the trip.
 1. Were questions (formulated before the trip) answered?
 2. Were there other questions that could have been asked, but were not?
 3. Did the trip meet your objectives?
 - e. Write thank-you letter to the host.

SAFETY CHECKLIST FOR TEACHERS PLANNING AN EXCURSION

	YES	NO
1. Did you plan the trip carefully with the class and with all adults accompanying the children?	_____	_____
2. Did you make arrangements for the children to get to their homes safely if the trip should extend longer than planned?	_____	_____
3. Are the drivers licensed, competent and insured? Are the vehicles in good condition and insured?	_____	_____
4. Did you instruct the children about their conduct in a vehicle? (No moving around once vehicle starts, no hands or arms out windows, no throwing things out windows, remaining in seats.)	_____	_____
5. Do children have proper means of identification? (Badge, ribbon, I.D. card, buddy system, group leader, patrols.)	_____	_____
6. Do you plan a roll call at various times during the trip?	_____	_____
7. Do you have enough adults to supervise the group?	_____	_____
8. Do you have a first aid kit with you, and a person trained in administering first aid?	_____	_____
9. Did you double check to make sure all pupils going on the trip have signed permission slips on file?	_____	_____
10. Did you inform your children to dress for the occasion and for the weather?	_____	_____
11. Will there be sufficient time to make the return trip during normal attendance time?	_____	_____

Learning Activity #8
(Continued)

	YES	NO
12. Did you make it clear to the group ahead of time that if anyone should be separated from the group, all should meet at a certain time and at a designated place?	_____	_____
13. Have you made it clear that you will not permit undesirable behavior during the trip?	_____	_____
14. Do you know what to do in event of accident or illness while on the trip?	_____	_____
15. Have you checked loading and unloading areas?	_____	_____
16. Has special provision been made for handicapped pupils?	_____	_____
17. Have pupils made a code of safety for use on field trips?	_____	_____
18. Have you planned an evaluation of the trip from the standpoint of safety?	_____	_____

MEETING INDIVIDUAL NEEDS THROUGH ART

Art activities have many purposes. It is the teacher's responsibility to develop and make available a variety of creative experiences to meet individual needs of children.

On the attached form, list the type activity, the need to be met, and the reason for selecting the activity for each type of child.

TO BE TURNED IN:

Your completed form.

Type Child	Activity	Need Met	Reason
Meticulous (concerned with staying clean)			
Withdrawn			
Non-Verbal			
Aggressive, Over- Active			
Skilled in Fine Motor Development			
Skilled in Large Motor Development			
Unskilled in Fine Motor Development			
Unskilled in Large Motor Development			

VALUES OF ACTIVITIES

Evaluate the five activities you completed in Learning Activity #5 according to the attached form.

TO BE TURNED IN:

Five completed forms on the activities.

VALUES OF ACTIVITIES

Activity Observed: _____

1. Of what value was this experience for the total development of the child?
CHECK ONLY THOSE VALUES THAT THIS ACTIVITY WOULD PROVIDE FOR
THE CHILD.

- a. Sensory experience
- b. Exploration
- c. Satisfaction and enjoyment
- d. Self-expression
- e. Manipulation
- f. Emotional release
- g. Exercise imagination and initiative
- h. Good work habits
- i. Learning experience
- j. Skill and concentration
- k. Eye-hand coordination
- l. Harmony, rhythm and balance
- m. Insight into own feelings
- n. Development of large muscles
- o. Development of small muscles

2. Can you think of any other values that this activity could provide for
young children? Please list.
3. For what age level do you think this activity is most appropriate? Why?
4. What variations of this activity could you use in your classroom? Please
describe two.
- a.
 - b.

EVALUATION OF
ART ACTIVITIES IN THE PROGRAM

Visit a child development or day care center and observe its activities relating to art. Evaluate what you observed according to the questions on the attached form.

TO BE TURNED IN:

Your completed form.

ART ACTIVITIES IN THE PROGRAM

EVALUATION

1. Did the art activities fit into the daily schedule in terms of active and quiet periods?
2. Did the activities involve the entire class, two or three small groups, one small group, or individual children only?
3. Were the children motivated? That is, did the teacher arouse their interest first?
4. Did each activity appear to be suitable to the developmental level of each child?
5. Did the teacher give needed help (as with how to handle tools), or enough structure to the activity, but not to the extent of unduly restricting creative expression?
6. Did the teacher use any direct guidance? Was it verbal or physical?
7. Did the teacher use any reinforcement techniques? Give exact quote.
8. Did the children appear to enjoy the activity?
9. Were they being creative? What evidence was there?
10. Were the children given an opportunity for exploration with the art medium?
11. Did the children appear to be getting satisfaction and enjoyment from this activity?
12. What other benefits can you name from this learning activity?

STORIES FOR ART

Select three children's stories which contain art concepts. Read these stories to your class and evaluate each one according to the following evaluation form.

TO BE TURNED IN:

Your completed evaluation forms.

EVALUATION

CHILDREN'S BOOKS

TITLE:

AUTHOR:

CONCEPT:

Was it interesting?

Was its length appropriate (5 to 15 minutes)?

Were the pictures simple and appealing?

How well did it teach the concept?

Fair	Good	Excellent

Your comments:

ART ACTIVITY COMPARISON

Divide the class into two groups and provide each group with a different art material. Allow the children to use the materials in their own way to create what they desire.

Observe what the children do, say, and express as they work. Compare the utilization of the two media according to the attached form.

TO BE TURNED IN:

Your completed form.

ACTIVITY COMPARISON CHART

Rate each characteristic 1 (excellent), 2 (fair) or 3 (poor).

CHARACTERISTIC	ACTIVITY GROUP 1	ACTIVITY GROUP 2
1. Promotes large muscle development.	_____	_____
2. Promotes small muscle development.	_____	_____
3. Promotes eye-hand coordination.	_____	_____
4. Provides an opportunity for emotional release.	_____	_____
5. Promotes self-expression.	_____	_____
6. Promotes social development.	_____	_____
7. Promotes creativity.	_____	_____
8. Promotes good work habits.	_____	_____
9. Promotes intellectual development.	_____	_____
10. Promotes positive self-concept.	_____	_____

Write a brief paragraph describing your findings from your comparison of the activities.

ART AND THE CHILD'S DEVELOPMENT

On the attached chart, identify the developmental processes which could be strengthened through the use of the art media listed.

TO BE TURNED IN:

Your completed chart.

		Sensory Experience	Exploration	Satisfaction and Enjoyment	Self-Expression	Manipulation	Emotional Release	Exercise Imagination and Initiative	Good Work Habits	Learning Experience	Skill and Concentration	Eye-Hand Coordination	Harmony, Rhythm and Balance	Insight Into Own Feelings	Develops Large Muscles	Develops Small Muscles
Blocks																
Chalk																
Clay																
Collage																
Crayons																
Cutting and Pasting																
Domestic Area																
Painting: Finger																
Easel																
Sand																
Stringing																
Water																
Woodwork																

Learning Activity #14
(Continued)

Source: Taylor, Barbara J. A Child Goes Forth. Provo, Utah: Brigham Young University Press, 1975.

CHAPTER VIII
SUPPLEMENTAL MATERIALS

ART

SUPPLEMENTAL MATERIALS

BOOKS

1. Art Guide: Let's Make a Picture.
Washington, D. C: Association of Childhood Education International,
1969.
2. Beyer, Evelyn.
Teaching Your Children.
New York: Western Publishing Company, 1968.
3. Carmichael, Viola.
Curriculum Ideas for Young Children.
Pasadena, California: Southern California Association for the
Education of Young Children, 1974.
4. Cherry, Clare.
Creative Art for the Developing Child.
Belmont, California: Fearon Publishers, 1972.
5. Cole, Ann, et al.
I Saw a Purple Cow and 100 Other Recipes for Learning.
Boston: Little, Brown and Company, 1972.
6. Cole, Natalie.
Children's Arts from Deep Down Inside.
New York: The John Day Company, 1966.
7. Eisner, Elliot and David Ecker, eds.
Readings in Art Education.
Waltham, Massachusetts: Blaisdell Publishing Company, 1966.
8. Fiarotta, Phyllis.
Sticks and Stones and Ice Cream Cones.
New York: Workman Publishing Company, 1973.

9. Gaitskill, Charles.
Children and Their Art.
New York: Harcourt and Brace, 1970.
10. Gillies, Emily.
Creative Dramatics for All Children.
Washington, D. C: Association for Childhood Education International, 1973.
11. Greenberg, Pearl.
Art and Ideas for Young People.
New York: Van Nostrand Reinhold Company, 1970.
12. Hartley, Ruth E., et al.
Understanding Children's Play.
New York: Columbia University Press, 1967.
13. Haupt, Charlotte.
Beginning Clay Modeling.
Belmont, California: Fearon Publishers, 1969.
14. Haupt, Dorothy and Keith D. Osborn.
Creative Activities.
Detroit: Merrill-Palmer School, 1966.
15. Hildebrand, Verna.
Introduction to Early Childhood Education.
New York: Macmillan Publishing Company, 1971.
16. Hoffman, James and Joan Hoffman.
Prekindergarten Discoveries.
Minneapolis, Minnesota: T. S. Denison and Company, 1966.
17. Hoover, Frances.
Art Activities for the Very Young.
Worcester, Massachusetts: Davis Publishing Company, 1967.
18. Kellog, Rhoda.
Analyzing Children's Art.
Palo Alto, California: National Press Books, 1969.

19. Kellog, Rhoda.
The Psychology of Children's Art.
New York: Random House, 1967.
20. Knudsen, Estelle and Ethel M. Christiansen.
Children's Art Education.
Peoria, Illinois: Charles A. Bennett Company, 1971.
21. Leeper, Sarah H., et al.
Good Schools for Young Children.
New York: Macmillan Company, 1974.
22. Lewis, Hilda.
Child Art, The Beginnings of Self-Affirmation.
Berkeley, California: Diablo Press, 1966.
23. McFee, June.
Preparation for Art.
San Francisco, California: Wadsworth Publishing Company, 1970.
24. Moore, Shirley and Sally Kilmer.
Contemporary Preschool Education.
New York: John Wiley and Sons, 1974.
25. Read, Katherine.
The Nursery School.
Philadelphia: W. B. Saunders Company, 1971.
26. Schaefer, Charles E.
Becoming Somebody: Creative Activities for Preschool Children.
Buffalo, New York: DOK Publishers, 1973.
27. Taylor, Barbara.
A Child Goes Forth.
Provo, Utah: Brigham Young University Press, 1975.
28. Taylor, Barbara.
When I Do, I Learn.
Provo, Utah: Brigham Young University Press, 1974.

29. Vance, Barbara.
Teaching the Prekindergarten Child.
Monterrey, California: Brooks/Cole, 1973.
30. Vermeer, Jackie and Marian Lariviere.
The Little Kids' Craftbook.
New York: Taplinger Publishing Company, 1973.

PAMPHLETS: MAJOR SOURCES

American Art Clay Company
4717 West 16th Street
Indianapolis, Indiana 46222

1. Ideas in Using Modeling Clay.

Association for Childhood Education International
3615 Wisconsin Avenue N. W.
Washington, D. C. 20016

2. Art for Children's Growing.
3. Color Book Craze.
\$.25

Bank Street Publications
69 Bank Street
New York, New York 10011

4. Children's Drawings.
5. Creative Activities for Young Children.

National Art Education Association
1201 16th Street N. W.
Washington, D. C. 20036

6. Art for the Preprimary Child.

U. S. Department of Health, Education and Welfare
Office of Human Development
Office of Child Development
Washington, D. C. 20201

7. Fun in the Making.
8. How Children Can be Creative, #12.

AUDIO-VISUAL RESOURCES: MAJOR SOURCES

FILMS

Brandon Films

34 MacQuesten Parkway South
Mt. Vernon, New York 10550

1. Children Who Draw.
B/W and Color, 38 minutes.
Depicts a classroom of first graders in Tokyo, Japan, engaged in art activities, physical activities and classroom situations that illustrate both problems and development.

International Film Bureau
332 South Michigan Avenue
Chicago, Illinois 60600

2. Beginning of Picture Making.
Color, 6 minutes.
Shows children from three to seven years working with tempera Paint and their varying levels of ability.
3. Finger Painting. Rental: \$6.00
Color, 5 minutes.
Techniques of finger painting by age and experience of the child.

New York University Film Library
26 Washington Place
New York, New York 10003

4. Learning Through the Arts. Rental: \$9.50
B/W, 22 minutes.
Shows four-year-olds and their individual responses to a variety of media: clay, painting and rhythmic movement.

Project Quest
EDPA Project in Early Childhood
Education Improvement Center
P. O. Box 426
Pitman, New Jersey 08071

5. P. S: It was Worth Missing Recess For.

Color, 10 minutes.

Shows children engaged in many types of
art activities: craft work, scenery painting,
puppet-making, etc.

Soundings
2150 Concord Boulevard
Concord, California 94520

6. A Child Creates.

Color, 7 minutes.

Presents a philosophy of art education for
young children as two kindergartners recreate
with art media their day at the zoo.